

Curriculum Map – Beech Class 1/2

2021 / 2022

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Values and Theme	Christian Value across the Term	Kindness	Compassion	Love	Faith	Forgiveness	Respect
	Whole School Theme	What A Wonderful World		Horrible Histories		Blank Canvas	
	Class Topic	Once Upon a Time	Superheroes	London's Burning	Land Ahoy	Let's Visit Australia	Self Portrait
	Theme days, Trips, Visitors, Enrichment Activities	Crime Scene Investigation for Little Red Riding Hood	Kent Fire and Rescue Service Fire Safety Talks KS1 Nativity	Recreating GFOL in Forest by burning Tudor Houses.	Pirate Day (Dress up) The History Project – Pirates and Smugglers Experience	Australian experience day.	Art Gallery
Forest School		FOREST SCHOOL – Weekly, Half Day Sessions throughout the Year					
Beech Class, Year 1/2	Maths (White Rose/Power Maths)	<u>Place Value</u> Y1: Numbers to 20 Y2: Numbers to 100	<u>Addition and Subtraction</u> Y1: Numbers within 20 (including recognising money) Y2: Numbers within 100 (including money)	<u>Multiplication & Division</u> Y1: Division and Consolidation Y2: Division <u>Place Value/Statistics</u> Y1: Place value to 100. Y2: Statistics <u>Measurement</u> Y1&2: Length and Height	<u>Geometry</u> Y1: Shape and Consolidation Y2: Properties of shape <u>Fractions</u> Y1: Fractions and Consolidation Y2: Fractions	<u>Geometry</u> Y1&2: Position and Direction <u>Measurement</u> Y1&2: Time <u>Problem solving and efficient methods</u>	<u>Measurement</u> Y1: Weight and Volume Y2: Mass, Capacity, & Temperature <u>Consolidation and Investigations</u>
		<u>Addition and Subtraction</u> Y1: Numbers within 20 (including recognising money) Y2: Numbers within 100 (including money)	<u>Place Value/ Multiplication & Division</u> Y1: Numbers to 50 and Multiplication Y2: Multiplication				

Literacy	Text						
	Writing Genre	<ul style="list-style-type: none"> Traditional Stories and Fairy tales. Labels, Lists and Captions. Sequencing Stories Talk For Writing Alternative Ending to the story 	<ul style="list-style-type: none"> Superhero stories/ comic strips Labels, Lists and Captions. Character Descriptions Wanted Posters My Mother is a superhero' by Pie Corbett. 	<ul style="list-style-type: none"> Recounts (Diary Writing) Newspaper Reports Persuasive Writing (fire safety) Calligram Poems – Adjectives and Onomatopoeia 	<ul style="list-style-type: none"> Sequel to Text – Adventure story Information books about famous pirates. Message in a Bottle (Setting Description) Poem: Ten Things Found in a Ship Wrecked Sailors' pocket-lan MacMillan 	<ul style="list-style-type: none"> Stories from other cultures. Story writing in the style of Wombat goes Walkabout Fact files of Australian animals Guidebook of Australian landmarks Informal letters/ postcards home from Australia 	<ul style="list-style-type: none"> Recount of the story (in the form of a letter or diary) Instructions (linked to DT) 'How to make a fruit salad'. Riddle poems – what fruit am I?
	R.E. (Understanding Christianity)	<u>Creation</u> Who made the world?	<u>Incarnation</u> (Digging Deeper) Why does Christmas matter to Christians?	<u>Gospel</u> (Digging Deeper) What is the good news that Jesus brings?	<u>Salvation</u> (Digging Deeper) Why does Easter matter to Christians?	<u>Islam</u> Who is a Muslim and what do they believe?	<u>Islam</u> Who is a Muslim and what do they believe?
History		To find out about the lives of significant individuals in the past who have contributed to national and international achievements (Real life Superheroes both past and present).	To find about changes within living memory to reveal aspects of changes in national life (How has the fire service changed?) To find out about events beyond living memory that are significant nationally or globally (the Great Fire of London).	To find out about significant historical events, people and places in their own locality (History of local smuggling).			
Geography	Human and Physical Geography To recognise human & physical features in the context of children's own locality.	Geographical Skills and Fieldwork To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality.	Locational Knowledge To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Locational Knowledge To name and locate the world's seven continents and five oceans.	Place Knowledge To understand geographical similarities and differences through studying the human and physical geography of a small area of the United		

		<p>To use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season, and weather.</p> <p>To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, and shop.</p>	<p>To devise a simple map of the school's surrounding area and use and construct basic symbols in a key.</p>		<p>Geographical Skills and Fieldwork</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Kingdom, and of a small area in a contrasting non-European country – Australia.</p> <p>Geographical Skills and Fieldwork</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Human and Physical Geography</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	
	<p>Science</p> <p><u>Seasonal Change:</u></p> <p><u>Weather</u></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>(Revisited throughout the year)</p>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 					
		<p><u>Animal Including Humans</u></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish,</p>	<p><u>Animals Including Humans</u></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Everyday Materials</u></p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p>	<p><u>Uses of Everyday Materials</u></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing,</p>	<p><u>Living things and their habitats</u></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants,</p>	<p><u>Plants</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p>

		<p>amphibians, reptiles, birds and mammals including pets).</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>		<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>bending, twisting and stretching</p>	<p>and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
	Art & Design		<p><u>Superhero Pop Art inspired by Roy Liechtenstein</u></p> <p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><u>Great Fire of London artwork inspired by David Best</u></p> <p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p><u>Australian Aboriginal Art</u> (Albert Namatjira, Emily Kame Kngwarreye, or Clifford Possum Tjapaltjarri)</p> <p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><u>Fruit and Vegetable portraits and pictures inspired by Giuseppe Arcimboldo.</u></p> <p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>

	PurpleMash Computing	Unit 1.1. Online Safety and exploring Purple Mash Unit 1.2 Grouping and Sorting	Unit 1.3 Pictograms Unit 1.4 Lego Builders	Unit 1.4 Lego Builders continued Unit 1.5 Maze Explorers	Unit 1.6 Animated Story Books	Unit 1.7 Coding	Unit 1.8 Spreadsheets Unit 1.9 Technology outside School
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 						
	Design & Technology	<p><u>Traditional Tale Storytelling puppets</u></p> <p>Pupils should be taught to: Design purposeful, functional, appealing products for themselves and other users based on design criteria / Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and make using a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing / Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p>		<p><u>Tudor Houses</u></p> <p>Pupils should be taught to: Design purposeful, functional, appealing products for themselves and other users based on design criteria / Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and make using a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing / Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p>	<p><u>Pirate Ships</u></p> <p>Pupils should be taught to: Design purposeful, functional, appealing products for themselves and other users based on design criteria / Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and make using a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing / Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p>		<p><u>Healthy Smoothies/fruit salads</u></p> <p>Pupils should be taught to: Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>

	MFL French	*Greetings *Numbers 1-10 *'Deux Petit Oiseaux' rhyme *Colours + feu d'artifice *Class commands *Christmas		*'Comptines + Chansons' (<i>Rhymes and Songs</i>) LA *Les Formes (<i>shapes</i>) (LA)		*'Je Peux...' (I can...+ verbs) (LA) *'Les Fruits' (LA) <i>included is likes/dislikes + food tasting</i>	
	Music	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Christmas Production	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
	PE	<u>Fitness</u> Developing co-ordination, control and agility. Healthy active lifestyle. Compete with self and others.	<u>Netball</u> Participate in team games, Developing simple tactics for attacking and defending. Developing coordination, Control and agility. Compete with self and others. Throwing, catching and running.	<u>Gymnastics</u> Developing co-ordination, balance, control and agility. Working alone and with others. Developing simple movements patterns.	<u>Tag Ruby</u> Participate in team games, developing simple tactics for attacking and defending. Developing co-ordination control and agility. Competition Throwing, catching and running	<u>Athletics</u> Developing co-ordination, balance, control and agility. Competition with self and against others. Throwing, running, and jumping through a range of activities.	<u>Striking and Fielding</u> Developing co-ordination, balance, control and agility. Competition
	JIGSAW PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

